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ABSTRACT

The bulletin is intended to assist local educational agency administrators in developing and/or strengthening and expanding occupational services for disadvantaged and handicapped persons as required by Federal and State legislation and outlined in the Illinois State plan. The publication opens with a discussion of the criteria for the identification of handicapped and disadvantaged persons. To help local school districts implement their programs, examples are presented of services and program components which are not usually provided in regular occupational programs. Aspects covered are modification of regular programs, (curriculum and instructional materials, scheduling modification, and supplemental educational services); special occupational programs, staffing; facilities; and a formal annual evaluation of the total occupational program. The fourth chapter explains State requirements for preparing local district one- and five-year plans for occupation education, as they apply to planning and reporting of Programs for handicapped and disadvantaged persons. The final portion provides guidelines for local educational agency recordkeeping in compliance with Federal legislation and the policies of the State Board of Vocational Education and Rehabilitation. (Author/BP)

FOREWORD

In passing the Vocational Education Amendments of 1968, Congress gave the States and America's educators a challenging mandate to provide meaningful occupational education to all people, including disadvantaged and handicapped individuals. The Division of Vocational and Technical Education in Illinois has accepted this challenge. As director of the Division, I encourage local educators to become partners with the U.S. Office of Education and the Division in carrying out the mandate.

This bulletin is intended to assist local educational agency administrators in developing and/or strengthening and expanding occupational programs and services for disadvantaged and handicapped persons. This publication includes information on the identification of these individuals and examples of programs and services to be provided for them. It also relates to the need for the local educational agency to keep records for accountability in terms of compliance with the Federal legislation and the policies of the State Board of Vocational Education and Rehabilitation.

Sherwood Dees, Director
Division of Vocational and Technical Education

OCCUPATIONAL EDUCATION

FOR

DISADVANTAGED AND HANDICAPPED PERSONS

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Introduction

"Each one is equally an individual and entitled to equal opportunity of development of his own capacities, be they large or small in range."
John Dewey

In passing the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, Congress intended to make occupational training and retraining accessible to "persons of all ages in all communities," including those persons who are disadvantaged and handicapped. They are often denied the development of salable skills because of the lack of adequate facilities, equipment, special services and programs.

Federal Legislation

The Act shifted emphasis from limited occupational program categories to people in need of training: new entrants to the job market, employees seeking upgrading or retraining, unemployed persons, and individuals having particular problems which make it difficult to cope with the changing world of work. The Amendments stipulated that the State (not the local educational agency) must utilize at least 15 percent of its Federal annual basic vocational allotment of funds for occupational programs for disadvantaged persons and at least 10 percent for handicapped persons. The legislation is restrictive in identifying disadvantaged and handicapped persons to avoid dissipation or commingling of earmarked funds with the funds for regular occupational education programs.

State Leadership

The State Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, annually submits to the U.S. Commissioner of Education a State Plan. It includes activities and projected expenditures related to services and programs for disadvantaged and handicapped persons. The Division provides consultant services and ancillary services to help local educational agencies in fulfilling the objectives of the State Plan and Federal legislation.

In developing programs and services according to the intent of the Federal statute and the policies of the State Board of Vocational Education and Rehabilitation as they apply to disadvantaged and handicapped persons, a local district needs to consider the following major points:

The **identification** of handicapped and disadvantaged persons must be based upon the effect, not the cause, of the handicap or disadvantagement each persons faces.

To the extent feasible, handicapped and disadvantaged persons should become full **participants in regular occupational programs**.

To involve handicapped and disadvantaged persons in regular occupational programs **modifications** of such programs and/or **additional educational services** will be necessary.

If handicapped and disadvantaged persons cannot be so served through program modification or special ancillary services, **special programs** of occupational education will be necessary.

IDENTIFYING DISADVANTAGED AND HANDICAPPED PERSONS

Proper identification of disadvantaged and handicapped persons facilitates occupational education program planning; evaluation; reporting and funding; and accountability at federal, regional, state, and local levels. Each local educational agency should establish its own identification system based on the definitions and the criteria as explained in this chapter.

The identification process is an annual activity. A person who has overcome his disadvantagement or handicap during one school year should not need special services the next year to succeed in an occupational program. Therefore, he should no longer be identified as disadvantaged or handicapped. Also, a student who has been identified as disadvantaged or handicapped in the program in which he was formerly enrolled may no longer be so identified if he changes to a program in which he can succeed without special assistance.

Identification of a Handicapped Person

Definition

A handicapped person is one who has a mental or physical handicap which prevents him from succeeding in a regular occupational program designed for a person without such a handicap, and who for that reason, needs a program modification, supplemental services and/or a special occupational program in order to benefit from occupational education.

Criteria For Identification

The identification must include both the nature of the handicap (mentally retarded, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or other health impairment) and the **effect** of the handicap which is preventing success in regular occupational programs. Criteria from other State agencies may be used in the identification of handicapped persons.

Identification of a Disadvantaged Person

Definition

A disadvantaged person is one who has an academic, socioeconomic, cultural or other disadvantagement which prevents him from succeeding in a regular occupational program designed for a person without such a disadvantagement, and, who for that reason, needs a program modification, supplemental services and/or special occupational program in order to benefit from occupational education.

Disadvantaged persons shall be identified by one or more of the following criteria or other similar documented criteria:

Criteria For Identification

- Are overage for grade by at least two years
- Have difficulty communicating in writing or speaking
- Are frequently absent from class or work without apparent cause
- Have a reading level at least two grades below grade placement
- Have a mathematical ability at least two grades below grade placement
- Exhibit hostile or apathetic behavior
- Need economic assistance to continue their educational programs

Dual Identification

Identification of a student as both **handicapped** and **disadvantaged** is justified if the local district identifies two distinct deficiencies for which he must be provided services or modification in order to succeed in his occupational program. An example might be a hearing impaired student who has a history of being absent, causing him to fail subjects and fall behind his age group in class placement. Assigning him to a social worker hired to work with students, their parents, and other staff members to curb truancy in the district might be the solution to his disadvantagement. Installation of an amplifier, headphone, and a multi-directional mike might enable him to hear both his occupational instructor and his classmates when individual hearing aids are inadequate. The main point to consider is that two distinct problems are identified and dealt with by the local district, justifying the multiple claim - a handicap **and** disadvantagement for one person.

Amplification of Definitions

Under the Vocational Education Amendments of 1968, the identification of disadvantaged or handicapped persons must be based on the following conditions:

- The individual is not succeeding or cannot be expected to succeed in a regular occupational program.
- Individuals, not groups, are identified.
- The individual's disability is a contributing factor to his lack of success.
- The individual is identified by the effect, not the cause, of his disadvantagement or handicap.

Individuals, Not Groups

The Federal statute is specifically directed to **individuals** who are unable to succeed in a regular occupational program; it is not directed to any person outside the "inability to succeed" context. Nor is the statute concerned with any group of persons outside the "inability to succeed" context, no matter how many apparent common characteristics they share. For example, residence in a target area, such as a ghetto or an economically depressed area, is not sufficient reason for identifying all persons within the area as being disadvantaged in terms of an occupational program. The statute is concerned with the precise purpose of providing meaningful occupational education programs for **all individuals** no matter where they may live.

Ability To Succeed In Regular Program

A regular occupational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program depends upon the ability of the student to reach the program objectives within the specific period of time allotted.

Measurement of an individual's ability to succeed is not simple. For example, a paraplegic may be handicapped in one regular occupational education program and not in another. Again, a student might be identified as disadvantaged as a freshman but not when a sophomore, junior or a senior due to alleviation of his disadvantagement or different demands of his occupational education courses at the upper secondary level. The local educational agency has the responsibility to determine annually whether a student needs special services and/or special programs to develop his abilities in an occupational program of his interest and within his potential.

Cause and Effect

The Federal regulations state that the term "disadvantaged persons" includes persons whose needs for specially designed educational programs and services **result from** poverty, neglect, delinquency, or cultural or linguistic isolation. The phase "result from" may be paraphrased by "are caused by."

Many persons can perform successfully in occupational education programs even though they are poor, neglected, linguistically isolated, or a member of a minority group. Many are motivated to success in education **because** of their poverty and as a means of escaping from poverty. To identify the **cause** of a disadvantagement may place an unnecessary, unusual, and perhaps impossible burden on the teachers who must make the identification.

Special occupational education programs and other forms of assistance to the disadvantaged may not be formulated on the sole basis that a person is black, Spanish, poor, a migrant or for any other **cause**. Instead, services and remedial action must be designed or modified to overcome specific **effect**, such as academic deficiencies or motivational problems, as identified by the teacher, the counselor, and other professional staff. For example, special tutorial help may be required by a student to overcome his English deficiency which prevents him from achieving occupational success. His incompetency is the **effect**; English not being spoken in the home is the cause.

Treatment of specific effects frequently requires knowledge of their causes. Whenever appropriate, causes may be identified, but only to the degree that such knowledge enables the teacher to help the individual student. The specific objective of the provisions under the vocational education legislation is to ensure occupational education success to all; other statutes and other funds are generally concerned with broader social obligations.

IMPLEMENTING PROGRAMS AND SERVICES

The Vocational Education Amendments of 1968 present an unlimited challange for educators to provide programs and services to ensure occupational education success for disadvantaged and handicapped persons. To translate that challenge into administrative practicability, local school personnel need such basic information as the number of persons to be served, their needs, suggestions for added services and/or programs which might be implemented to help them achieve success, projected costs in relation to effectiveness, and the availability of supplemental services provided by existing community and state agencies. Program planning, development and implementation should involve professional staff, specialists, advisory/coordinating committee, and parents.

Identification of disadvantaged and handicapped students and a diagnosis of each individual's needs precedes placement into an occupational curriculum. They should be emerged into the mainstream of occupational education through program modification and ancillary services. They should be placed in special occupational programs only when integration is impossible or not feasible. In either case, **services and remedial action must be designed to overcome specific effects caused by a disadvantagement or a handicap.**

Presented in this publication are examples of services and program components which are not usually provided in regular occupational programs. The examples should not limit local personnel in their planning. Local needs may be met by specific and unique services not found on any list. However, according to Federal regulations, food, lodging, and medical and dental services, while necessary for the well-being of individuals, are not allowable expenditures of Federal vocational education funds.

Modification of Regular Programs

The current trend in occupational education is toward the development of sequential occupational information, orientation and training programs. Disadvantaged and handicapped persons are often denied the opportunity to participate in these programs. Frequently, modifications in regular courses are all that are necessary to enable them to enroll and to succeed.

Local personnel should (1) identify the individual's problems which impede his participation in a regular occupational program and (2) identify the changes in curriculum, instructional materials, equipment, facilities or methods which will help the individual achieve occupational success. One way to help determine needed modifications is to complete a task analysis. This involves breaking down each procedure required in a job into tasks and then each task into various components to identify necessary modifications of instructional materials, equipment and teaching methods.

Curriculum And Instructional Materials

A curriculum modification will often enhance the success ratio for handicapped and disadvantaged persons within regular course offerings. A modification might be as simple as utilizing individual textbooks and instructional materials or providing printed rather than verbal instruction for hearing impaired students. Examples of modifications to help individual students who are enrolled in regular occupational programs follow:

1. Adaptations of curriculum to different time allocation (within regulations of the School Code)
    - shorter instructional period
    - longer instructional period

- longer total time for course completion
- summer orientation for remediation program

2. Specially designed textbooks, instructional materials and equipment modifications
   - individualized instructional packages
   - materials in Braille
   - large print materials
   - signals which use sound rather than sight (safety devices)
   - printed rather than verbal instructions
   - signals which use sight rather than sound (safety devices)
   - sound amplification devices
   - adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls
   - special desks and work tables for students in wheelchairs
   - simplified equipment
   - simplified instruction guides and manuals

Scheduling Modifications

In some instances a scheduling modification might be the only adjustment necessary to enable a handicapped or disadvantaged student to succeed in his occupational program. A modification would likely affect utilization of staff as well as the student's schedule. Examples of modified scheduling include the following:

- Flexible schedule which permits program entrance/exit at intervals as student progresses.
- Mini-courses of single skill development within a broader program of study.
- Lab-type courses for extended study or deficiency remediation.
- Extensions of time for program completion.
- Instruction on an individual basis.
- Programs conducted in cooperation with business and industry.
- Other additional services requiring significant modifications of the student's schedule.

Supplemental Educational Services

Throughout this publication reference has been made to supplemental educational services for disadvantaged and handicapped students in regular and special occupational programs. The term refers to services which (1) are provided in addition to those educational services provided for regular students and (2) are correlated with the occupational program. The following list may include some previously mentioned as well as additional examples:

- Psychological services (testing, evaluation, consultation and diagnosis)
- Vocational guidance and counseling
- Job placement and follow-up
- Transportation services in addition to those supplied regular students
- Tutorial services
- Bilingual instruction
- Bicultural orientation
- Reader services for the visually handicapped persons
- Interpreter services for deaf persons
- Guide services to assist physically handicapped persons
- Note-taking services
- Family counseling services related to the occupational program of students
- Big brother or sister arrangement

Special Occupational Program

In some instances, inclusion of handicapped and disadvantaged persons in regular occupational programs is not feasible. For these students special programs may be the only avenue for providing them with occupational instruction. For many, a special program or class is necessary only as a stepping stone to later integration into a regular program.

The following local conditions might lead to the decision for establishing a special occupational program:

- Integration into a modified occupational program and the provision of supplemental services will not meet the needs of the student.
- Maximum use can be made of facilities, special equipment, instructional materials and staff.
- One or both of the above conditions exist and sufficient number of students with similar needs are available to make a special program feasible.

The special occupational program must be designed to overcome specific effects. The information discussed previously on program modifications, supplemental services, special facilities and equipment, and special staff apply when designing and implementing special occupational programs. These "special" elements serve to differentiate special occupational programs from ability tracking programs.

Staff

The provision of special supplemental services frequently centers around assigning special duties to existing staff and/or hiring additional specialists. Staffing usually depends upon the number of students and their needs, the curricula provided and local resources.

Special Assignments For Existing Staff

In order to deliver additional services, local educational agencies may make adjustments in staff assignments. For example, a staff member might be assigned fewer classes in order to develop special materials for handicapped and disadvantaged persons or to coordinate federal, state and community services for this target group. Another staff member might have an extended day to allot time for identifying disadvantaged and handicapped individuals and determining the ancillary services needed. The following list includes examples of activities which might be assigned to staff members:

- identify handicapped and disadvantaged persons
- provide vocational evaluation or diagnosis
- define occupational opportunities for handicapped and disadvantaged persons
- develop or modify instructional materials and teaching techniques
- secure special materials, supplies and equipment
- identify, develop and coordinate community resources
- serve as liaison with agencies and groups providing specialized services for handicapped and disadvantaged persons
- coordinate all services for handicapped and disadvantaged persons (special education, basic education, community and social agencies)
- chair advisory groups, curriculum committee or other groups
- provide job placement services
- provide follow-up and evaluation services
- recruit handicapped and disadvantaged persons into existing programs (especially in junior colleges)
- conduct or provide periodic in-service training for local staff.

Additional Staff

A social worker is an example of a staff member hired on either a full-time or part-time basis to help those handicapped and disadvantaged persons who have social or other problems hindering their learning. Habitual truancy might easily prevent a student from succeeding in a regular occupational program. A social worker might be assigned to work with the student, his parents or guardians, community service groups, and the teachers to identify the reasons for truancy and find ways to overcome the problem. Other examples of the use of additional staff members to provide supplemental services are the bilinguist to help Spanish-speaking students and the teacher-aide to provide additional instruction within the class. Additional examples of specialists include the following:

- Program developer/planner/coordinator
- Language or math specialist
- Bilinguist
- Speech therapist
- Social worker
- Psychologist
- Other remedial educational specialists
- Instructional aide, teacher aide
- Other para-professionals
- Job placement coordinator
- Vocational guidance specialist
- Teacher for deaf, blind, socially maladjusted, etc.
- Interpreter
- Work experience coordinator
- Media specialist
- Artist or illustrator
- Curriculum specialist

Staff Development

Although staff members usually are given assignments based on their training, experience or ability, some may require additional knowledge and skills to meet current needs. Workshops, seminars and conferences are typical ways to obtain in-service training. Visiting outstanding programs is another. Local educational agencies may exchange staff to accomplish a similar goal; others may fund expenses of local personnel to obtain formal education courses related to their specific assignments. Staff development can be a supplemental service if the purpose is to help the teacher provide special services for handicapped and disadvantaged students in occupational programs.

Facilities

A physical facility can be the barrier which prevents some students from participating in an educational program. The facility and its equipment should be easily accessible and must be safe and arranged to accommodate the needs of handicapped students. Often present facilities can be modified to meet these needs; sometimes special facilities must be provided. Examples of facility modification follow:

- Special lighting for visually handicapped persons
- Improvement of acoustics for hearing impaired
- Ramps, wider doors and lower fountains for persons in wheelchairs
- Physical adaptions in restrooms and lunchrooms for handicapped persons
- Modifications in desks, work tables, and major equipment.

Special facilities required for teaching disadvantaged and handicapped students can be provided by the local educational agency off campus as well as on campus. For example, the local agency may rent a nonpublic classroom space in a more accessible location for the students. It can contract with a private nonprofit agency which can provide occupational programs and services more effectively and economically.

Workshop facilities, either on a tuition fee basis with a comprehensive community workshop or as an integral part of the local educational system, are becoming common components of educational systems. A specialized staff in connection with the special facility offers a local educational agency the opportunity to provide supplemental services (diagnosis, adjustment training, work experiences, etc.) to enhance the student's occupational program.

Diagnostic laboratory facilities, both private and public school operated, are another kind of special facility geared to providing an array of diagnostic services for handicapped and disadvantaged persons. One such service is job sample testing which assesses the vocational potential, stamina, and interests of the individual person so that prescription education can be more readily offered and geared to the identifiable characteristics of the individual.

The typical industrial arts facility may offer valuable individualized instruction, orientation activities, diagnostic evaluations and motivational components of a sequenced program for handicapped and disadvantaged persons. Some schools report excellent results with these persons when utilizing such facilities to provide orientation to the world of work and to occupational programs.

In sparsely populated areas purchase/rental and operation of mobile units can serve as classrooms, diagnostic centers, or counseling and guidance units.

Evaluation

A formal **annual** evaluation of the total occupational program for disadvantaged and handicapped persons is vital to serving their needs. The evaluation should relate to program goals, objectives, activities and the product. It should encompass the curricula, facilities, equipment, job placement, follow-up and other supplemental services. The evaluation should lead to further decisions regarding program implementation. Individuals and groups involved in the evaluation might include local teachers, administrators, present and past students, parents and advisory committees, as well as outside groups or agencies.

RELATIONSHIP TO LOCAL DISTRICT ONE-AND FIVE-YEAR PLAN FOR OCCUPATIONAL EDUCATION

Integral Part of Plan

Occupational education for handicappped and disadvantaged students is an **integral** part of the total plan for occupational education and, as such, is reimbursable in the same manner as all other programs - namely, by units of credit generated within the programs plus all applicable weighted factors.

Application for program approval and reimbursement is made by the local district preparing and submitting a local One-and Five-Year Plan for Occupational Education to the Division of Vocational and Technical Education. As for all occupational education students, this plan will describe and enumerate all local occupational offerings for disadvantaged and handicapped persons, including those students participating in regular occupational programs and those enrolled in special occupational programs.

Guidelines and Format for Planning

This chapter explains Bulletin No. 2, **Guidelines and Format for Preparing Local District One-and Five-Year Plan for Occupational Education**, Sections A-F, as applied to the planning and reporting of programs for handicapped and disadvantaged persons. Two useful reference publications are Bulletin No. 4, **Criteria for Program Approval and Financial Support**, And Bulletin No. 5, **Descriptions, Definitions, and OE-Coding**.

Section A - General Information

This section requires no specific information related to programs and services for disadvantaged and handicapped persons.

Section B - Administrative Organization

Section B has special signifiance for reporting administrative organizations for programs for disadvantaged and handicapped persons. Questions 2-5 deal with joint agreements. The section is printed on page 13 along with related comments.

Section C - District Objectives, Policies, and Program Description

Among other things, Section C requires a narrative description of the district's objectives and its plans for courses or programs, ancillary services, utilization of community resources and evaluation. The section is printed on page 15 along with suggestions for including information regarding programs for disadvantaged and handicapped persons.

Section D - Estimated Number of Students To Be Enrolled During Year

Section D consists of two major parts. The first part, Form VE-4, is important for reporting disadvantaged and handicapped persons in grades 9-adult; the second major part, VE-6, is used for reporting elementary students and adults in non-credit courses.

Examples for reporting programs and enrollment of disadvantaged and handicapped persons are provided as a guide on page 19. The first entry shows participation of handicapped and disadvantaged students in a regular occupational course. The second entry shows participation of handicapped and disadvantaged students in a regular cooperative occupational education program. The third shows a special occupational program and the sequential courses included in it.

The **second major** part of Section D. Form VE-6, reports elementary programs and/or non-credit (adult) courses. Although the weighted factors for the handicapped and disadvantaged are not applied to elementary programs, they may be applied to courses offered to adults and should be reported in a manner similar to that already discussed on page 19.

Section E - Five-Year Plan

Section E reports the long range plan for credit and non-credit courses. This includes plans for (1) changes in regular courses that affect disadvantaged and handicapped persons and (2) the addition or deletion of special courses for handicapped and disadvantaged persons.

Section F Tentative Budget for Occupational Education

The estimated total costs for occupational education should include those costs projected for occupational education for disadvantaged and handicapped persons. Likewise, the total revenue anticipated from other state and federal sources and from other sources (such as payments from other districts participating in joint agreement) should include funds related to occupational education for disadvantaged and handicapped persons.

NOTE: If applicable, include information on occupational education for disadvantaged and handicapped persons under items marked with an asterisk.

School Name _____

SECTION B
ADMINISTRATIVE ORGANIZATION

1. Describe the administrative organization of occupational education in your educational agency. A narrative and/or a chart may be used or attached.

* 2. Does your district have a joint agreement with any other district for occupational education programs? Yes_____ No_____ If yes, check: AVC_____ Two or more districts _____
Other (Explain) _____

_____

◄ *Identify all joint agreements for occupational education programs. The purpose of one such agreement might be the provision of an occupational program for disadvantaged or handicapped students. (Districts which are operating under a joint agreement for special education and whose plans include occupational education may submit an occupational education joint agreement.)*

* 3. Designate the administrative district or districts of the joint agreement that are applicable to (2) above.

_____

_____

* 4. A current copy of the above joint agreement and appropriate signed resolution page must be kept on file in the administrative offices of all districts participating in the joint agreement. A copy of the agreement and signed Resolution Page must be submitted to the Division of Vocational and Technical Education with this Plan.

* 5. Does your district contract with any private institutions to provide occupational education for your students? Yes_____ No_____ . If yes, a signed, current copy of the contract shall be submitted with this Plan.

* 6. In the chart below, list the approximate number of students from your district which will be attending classes in other school districts covered by a joint agreement.

Number of Students					
Industrial Oriented	Health	Applied Biol. & Agriculture	Business Mkt. & Mgmt.	Personal & Public Service	TOTALS

◄ *Include in the number of students those identified as disadvantaged or handicapped.*

* 7. Number of students, if any, from other districts expected to enroll in proposed local programs as listed in this Plan: _____

◀ *Include in the number of students those identified as disadvantaged or handicapped.*

* 8. Number of students, if any, from private or parochial schools expected to enroll in proposed local program: _____

◀ *Include in the number of students those identified as disadvantaged or handicapped.*

NOTE: If applicable, include information on occupational education for disadvantaged and handicapped persons under items marked with an asterisk.

SECTION C
DISTRICT OCCUPATIONAL EDUCATION PROGRAM DESCRIPTION

DIRECTIONS: Please respond to the following eight questions with concise, narrative statements. Questions should be interpreted and answered as each applies to your district's program. Narratives must include the items given below each question as they apply to your program. However, if on last year's Status of Plan Report, Section C was returned marked "Acceptable", update questions 6, 7 and 8 and submit a duplicate copy of questions 1 through 5.

If an on-site evaluation has been conducted this school year, all eight questions must be updated.

The above information becomes Section C of your District One and Five Year Plan.

* OBJECTIVES 1. What are the OBJECTIVES of the district's total occupational program?

State the objectives, in measurable terms, as they apply to the district's proposed total occupational education program.

◀ *Give the objectives of the occupational education program for disadvantaged and handicapped persons if the objectives differ significantly from the objectives developed for the total occupational program for all other students within the district. If the objectives are the same for all persons within the district, no additional information is needed*

* STUDENTS SERVED AND OCCUPATIONAL PROGRAMS 2. How will proposed district's occupational objectives meet the needs of all students?

a. A brief, concise course description with credits or contact hours granted, related instruction and on-the-job coordination for cooperative education program, must be included for each course listed in Section D. A description of the elementary occupational information program must be submitted if applicable.

◀ *The description of a regular occupational education program wherein disadvantaged and handicapped persons are participants need not be repeated.*

Include a course description of any special occupational course(s) offered for disadvantaged and/or handicapped persons. Among other things, the description must include credits or contact hours granted. If a cooperative occupational education (work experience) course is being described, refer to both the related class and coordination of on-the-job experiences.

b. List the criteria used in identifying disadvantaged and handicapped students and the additional services provided to these students that would justify the added funding factor.

◀ *List the criteria used in identifying disadvantaged and handicapped persons (not specific individuals). Refer to Part I, Section 3.0 of the Illinois State Plan and the chapter on Identifying Disadvantaged and Handicapped Persons in this publication for help in developing local criteria. The definitions used by the Division of Vocational Rehabilitation and the Handicapped Children's Section of the Office*

of the Superintendent of Public Instruction may be useful in establishing criteria for identifying handicapped students. References to other publications should not be substituted for the requested list of criteria.

Describe the additional services the local district will provide these persons. These services should relate to each criterion listed for the identification of disadvantaged and handicapped persons. For example, if one of the criteria is reading two or more years below grade level, indicate what service(s) will be provided. The service(s) might include such things as a remedial reading class or tutoring.

c. List programs you propose to operate under special contract.

* RESOURCES UTILIZED

3. What and how were school and community resources used in developing your program?

a. Advisory Councils:

1. Type (General, Occupational Area, Specific Program)
2. Occupational Representation (Job Classifications)
3. Utilization (Functions Performed)

b. Identify other community as well as school resources that were used in the development of your program.

c. What resources were used in the planning of your program objectives?

d. How will the school's program be articulated with various levels of education: i.e., K-12, Post-Secondary, private schools?

◄ *Respond to all portions of the question. Is an advisory council organized specifically for occupational education for disadvantaged and handicapped persons? If not, does the general advisory council serve in an advisory capacity on programs for these same persons? Are specialized resources in the community utilized in developing the program and planning the objectives? What efforts are being made to articulate programs and services for disadvantaged and handicapped persons at various educational levels?*

* GUIDANCE

4. What are the ancillary and guidance services being provided to students in the occupational program?

a. Specific guidances services
b. Placement services
c. Follow-up services
d. Student organizations and/or activities provided for occupational students.

◄ *Include plans, if any, for guidance, job placement and follow-up services for disadvantaged and handicapped persons.*

Special services for this target group might be claimed as justification for an additional funding factor.

Include information on participation of disadvantaged and handicapped persons in student organizations and activities.

* EVALUATION 5. How do you plan to evaluate the occupational program?

Describe the components to be used in a formal, locally directed evaluation of the occupational program, taking into consideration the relationship of the total program objectives to the results of the formal locally directed evaluation, student and community needs survey, placement information and follow-up studies.

◄ *Indicate whether the evaluation of the total occupational education program includes programs and services for disadvantaged and handicapped persons.*

If a special evaluation of the programs and services for handicapped and disadvantaged persons is to be conducted, describe the components of this evaluation.

* PERSONNEL 6. Personnel qualifications in relationship to occupational program assignment.

Describe the actions that are being taken to remove the deficiency of staff members not meeting the minimum requirements of the DVTE Bulletin No. 4.

◄ *The qualifications described in Bulletin No. 4, Criteria for Program Approval and Financial Support, apply to all occupational education staff, including those assigned to programs for disadvantaged and handicapped persons.*

* OCCUPATIONAL PROGRAMS 7. What program and/or curriculum improvements are proposed for the coming year?

a. What curriculum modifications will be emphasized to improve the school's programs?

b. Those districts receiving less than full approval on their previous Plan must describe progress toward meeting the criteria established for full approval.

◄ *Include information on programs and curriculum improvements for disadvantaged and handicapped persons.*

* OCCUPATIONAL PROGRAMS 8. Describe the activities proposed to improve program quality within five years?

a. Staffing and planned in-service training of staff
b. Physical facilities and equipment
c. Cooperative arrangement with other districts
d. Use of area resources

◄ *Include information on activities (a, b, c, d) to improve program quality for disadvantaged and handicapped persons within five years.*

SECTION D
ANNUAL PLAN AND APPROVAL
ESTIMATED NUMBER STUDENTS ENROLLED
IN CREDIT COURSES

Explanation of Entries

The **first entry** shows the program, Secretarial Training, and an example of one class (Typing II) that would be found under such a program. The OE-Code and the number of credits each student will receive have been indicated. The estimated enrollment in the individual class is fifteen, five juniors and ten seniors, and so reported. Of specific importance is the notation that three of the fifteen students have been diagnosed as disadvantaged and two as handicapped. This entry exemplifies the reporting of handicapped and disadvantaged students participating in regular occupational programs.

The **second entry**, Interrelated Cooperative Education, indicates the inclusion of five disadvantaged students and one handicapped student within a cooperative education class. The entry is similar to the reporting of the inclusion of the disadvantaged and handicapped students shown in the Typing II entry.

The **third entry** depicts a sequence of four courses that make up a Special Occupational Program for handicapped and disadvantaged students. This compares to a series of courses making up, for example, a secretarial training program. The first course, Cooperative Special Education, has the proper code number indicated. In column 3 are two new notations, one for special organizational structure (such as membership in a joint agreement) and the other for an initial program claim for a course being offered for the first time. Course credits are indicated in column 4 as 2 (one for the work experience and one for the related class). A total of 20 students, ten juniors and ten seniors, are enrolled in the class as indicated in columns 5, 8, and 9. All of the students are claimed as handicapped in column 14.

The second course listed is CWT which is similarly filled out except that it is not being claimed as an initial program. Also, all twenty students have been identified as disadvantaged.

The remining two courses named are occupational orientation courses preparing handicapped and disadvantaged students for occupations training at the upper secondary level.

SCHOOL NAME:
DISTRICT NUMBER:
CAMPUS

SECTION D
ANNUAL PLAN AND APPROVAL
ESTIMATED NUMBER STUDENTS ENROLLED IN CREDIT COURSES

	1	2		3		4	5	6		7		8		9		10		11		12		13	14	15	16
	Occupational Curricula (Or Program) Indent - List in Sequential Order The Individual Courses Below Each Curricula (One Course Per Line)	O. E. Code No.		Check If Course Qualifies As		Credits Assigned For Yr H.S. Units or Credit Hours	Estimated Enrollments By Individual Courses	ESTIMATED NUMBER OF STUDENTS BY SEX AND GRADE LEVEL														Estimate Number Of Students Claimed As		Previous School Year Approval Level	Current School Yr. Approval Level (State Use Only)
				SPECG	INPTOLG			High School Occupational Orientation (Typically 9 & 10)				High School Occupational Experience Or Training (Typically 11 & 12)				Post-Secondary Occupational Experience Or Training				Adult Training For Credit		DSADV	HDCPD		
								9		10		11		12		13		14							
								M	F	M	F	M	F	M	F	M	F	M	F	M	F				
1.	SECRETARIAL TRAINING																								
2.	Typing II	14	0702			½	15					3	2	7	3							3	2		
3.																									
4.	INTERRELATED COOP ED.	18	9902			2	30					8	4	9	9							5	1		
5.																									
6.	SPECIAL OCCUPATIONAL PROGRAM																								
7.	Coop Special Education	18	9906	x	x	2	20					6	4	6	4								20		
8.	CWT	18	9901			2	20					8	3	7	2							20			
9.	In-School Special Education Coop	18	9909			2	23	3	2	10	8												23		
10.	*Introduction to Occupational Education	99	0100			1	75	40	35													29	50		
11.																									
12.																									
13.	*Four of the 75 students have been claimed as both disadvantaged and handicapped and account for a total of 79 (29+50)																								
14.																									
15.																									
16.																									
17.																									

SUBMIT ALL COPIES WITH PLAN

FUNDING AND LOCAL ACCOUNTABILITY

Reimbursement

The funding policy of the Division of Vocational and Technical Education is based upon the unit or credit earned within approved occupational education curricula. In addition, weighted factors are added to the base amount of reimbursement to arrive at the total reimbursement for a given school district. The weighted factors are designed, among other things, to increase funding in support of additional expenses associated with starting new programs, operating joint agreements, and serving handicapped and disadvantaged students.

The additional funding available through the weighted factors associated with programs for handicapped and disadvantaged persons is intended to help local districts meet the **additional** costs incurred through the provisions of **additional** services necessary to the occupational education of these persons.

Local Accountability

Most additional costs of services necessary to the occupational education of handicapped and disadvantaged persons are readily apparent. However, some are more indirect and not as easily computed nor recorded. The following list provides examples of additional services and types of records to substantiate added costs.

Services Involving Additional Costs	Documentation
Additional staff	Individual staff contract
Special assignment of staff	Individual staff contract
Staff development	Record of payment Record of staff attendance
Materials and equipment	Record of payment
Curriculum development/modification	Payment of salary Contract Payment of materials
Schedule modification	Payment of added salary
Facility/equipment modification	Computed facility cost Record of payment for salary, materials, etc. Rent receipt

The following form, which is one example for recording expenditures related to programs for handicapped and disadvantaged persons, breaks down the above categories into components common to most local districts. This form or similar forms facilitate accountability of federal funds.

Suggested Form D/H-1

EXPENDITURES: OCCUPATIONAL EDUCATION FOR DISADVANTAGED AND HANDICAPPED

Enrollment (Unduplicated) Disadvantaged _____
Handicapped _____

SHOW ONLY THOSE SERVICES OR ITEMS WHICH ARE SPECIFICALLY FOR DISADVANTAGED OR HANDICAPPED

	# STUDENTS SERVED	COST	
INSTRUCTIONAL SERVICES			
Occupational Education Instructors # Full Time			
# Part Time			
Basic Education Teachers # Full Time			
# Part Time			
Readers/Interpreters			
For Bilingual			
Blind			
Deaf			
Other (specify)			
Remedial Teachers/Therapists			
Instructional Materials			
Instructional Aides/Tutors			
Educational Testing and Diagnosis			
Extended School Day, Week, or Term			
Faculty (over-time or extended time)			
Facilities (additional costs involved)			
Other			Total Cost
SUPPORTIVE SERVICES			
Guidance and Counseling #Staff FT PT			
Social Work & Family Involvement			
Mobile Units # Units			
Transportation			
Field Trips & Other Special Activities			Total Cost
FACILITIES AND EQUIPMENT			
Space Rental or Pro-Rated Costs			
Modification of Facilities			
Occupational Program Equipment			
Equipment Modification			
Facilities Maintenance Costs			Total Cost
RECRUITMENT AND ENROLLMENT			
Promotional Material, Advertising, Etc.			
Identification of Students			
Data Collection and Analysis			
Enlisting and Maintaining Community Support			Total Cost
JOB PLACEMENT AND FOLLOW-UP			
Community and Employer Surveys			
Labor Union Liaison			
Guidance, Performance Evaluation, Follow-up			
Additional Staff # of Persons FT PT			Total Cost

INDIRECT COSTS ESSENTIAL TO PROGRAM

Administration and Supervision (itemize)		
Curriculum Development (itemize costs)		
Consultants (identify persons, purpose, time, etc.)		
Teacher Training (identify by type & itemize costs)		Total Cost
Other Expenditures Not Elsewhere Classified (itemize)		Total Cost

Whatever record keeping method the local district uses it should identify (1) the individual handicapped or disadvantaged student, (2) the type of handicap and/or disadvantagement, (3) the additional services provided to remediate the effects of the handicap or disadvantagement, and (4) the additional costs of these services. If a student is claimed as being **both** disadvantaged and handicapped, the records must indicate the type of handicap and the disadvantagement, the services to remediate both conditions and the additional cost for each service. In all cases, the local district must have provided special additional services to handicapped or disadvantaged persons which caused the district additional cost before a valid claim for reimbursment can be made.

In the case of a special program, those special services and costs over and above the costs of running similar regular programs would be those expenses identified with the additional service the handicapped and disadvantaged require in order to succeed. These additional services identify the program as being something other than homogeneous grouping in a parallel track.

Some additional costs (i.e., in-service training of staff) cannot be identified with an individual person, but relate to a group receiving special help. With proper attention being given to record-keeping the audit of program costs and reimbursement claims is a routine procedure.

Audit Procedures

This Fiscal and Statistical Unit, Division of Vocational and Technical Education, is responsible for auditing local records. The following explanation of the audit process includes information on the documents to be made available to the auditor during his visit

Letter Of Notification

Prior to the audit, the Division of Vocational and Technical Education will send to the scheduled district a letter of notification enumerating the items (listed below under Audit Visitation) that will be requested during the audit activity. A copy of this letter will be sent to the Superintendent of the Educational Service Region. Also, if possible, the auditor will contact local school officals prior to his arrival.

Pre-audit

The field auditor will conduct pre-audit activities which include developing an information file on the local educational agency and identifying summary details (same as sent to the local educational agencies with the warrant), such as headcount, credits generated, and distribution of funds. This first step in the auditor's review does not require direct contact with school officials. The main object is to determine that the claim, as represented, has been paid in accordance with State Board policy

At the time of the visit, the field auditor will request seven basic items:

Audit Visitation

1. Date or dates designated for each reporting period as to the respective day of claim for each program
2. Grade books or similar records used by the faculty to support the claim
3. Copy of criteria in Section C of the Local One-and Five-Year Plan used to identify disadvantaged and handicapped students
4. Names of disadvantaged and handicapped students by class and by type of handicap or disadvantagement
5. Records to support credit hours for each course

6. Permanent student record showing credits given or attempted

7. Records in the format on page 22 (to be **implemented in FY 1974** funding year) to support expenditures for added costs identified with programs and services for handicapped and disadvantaged persons

The auditor will also make note of those persons contacted during the audit activity to insure that the appropriate responsible personnel are contacted.

Post-audit

The auditor will assemble the information obtained during the audit visitation and compare it with the pre-audit data. He will prepare a summary of the audit which will reflect this comparison and will provide reasons for any exceptions which may have occurred. Along with the summary, the auditor will prepare comments in terms of any additional information which will reflect any input to the audit file.

Letter Of Exception

The Division of Vocational and Technical Education will identify by letter any exceptions found through the audit activity, whether an overpayment, or an underpayment, and will specifically outline reasons for said exceptions. The local educational agency may appeal an audit exception by an appeal procedure through the Division of Vocational and Technical Education.

If no audit exceptions are found, a letter indicating such will be forwarded to the district.

Adjustment

The Division of Vocational and Technical Education will normally make an adjustment either at the mid-year reimbursement period or at the time of the final payment in the fiscal year during which the audit is conducted. The audit is based on a prior year's activities and the adjustments are made in the current fiscal year. For example, FY 72 audit adjustment might be figured in the final reimbursement payment for FY 74.

APPENDIX

The forms in the appendix are intended to serve only as guides for local educational agencies interested in developing records to account for the identification of handicapped and disadvantaged students and the additional services provided for them. The criteria indicated on some of the forms may need to be updated due to changes reflected in this publication. Samples are included for local educational agencies which have data processing equipment and for those which do not have access to such equipment. The Division thanks local educational agencies contributing to this publication. The Division also acknowledges that many other districts have recordkeeping procedures which merit recognition.

[Retyped at the ERIC Clearinghouse in Career Education due to the non-reproducibility of the original.]

IDENTIFICATION OF STUDENTS AND SERVICES PROVIDED FOR HANDICAPPED AND DISADVANTAGED STUDENTS

Alton Community Unit School District No. 11

Procedures

Grade 9 (Junior High School)

1. The junior high schools send class lists to the IBM center for ninth grade print-outs of students cards.

2. The student IBM cards are distributed to the junior high schools for marking.

3. Counselors check the cards for accuracy against class lists. They also identify the students who are handicapped and/or disadvantaged utilizing permanent records, health files and other available sources.

4. The cards are retuned to the IBM center for tabulation of students lists for each junior high school. (Information reported is similar to that reported on senior high school students).

Grade 10-12 (Senior High School)

1. Senior high school counselors follow the same procedures as the junior high counselors in the designation of handicapped and disadvantaged students.

2. The student designation process is conducted anew every semester in all areas. This is necessary due to changing schedules, students entering or leaving, and students whose handicapped or disadvantaged status may alter or cease to exist.

3. Utilizing the completed cards, IBM personnel print-out a report which includes the following information:

   student identification number
   student name
   grade level
   course name
   disadvantagement code
   handicap code
   remedial program
   occupational code number

   The occupational code numbers, which indicate the student's occupational interest, provide information for long range planning of occupational curricula. The report also includes a summary sheet with information on unduplicated number of students.

DISADVANTAGED VOCATIONAL REIMBURSEMENT 3-13-1

A B C D E F G H I

DISADVANTAGED CODES

A - Have difficulty communicating in writing or speaking.
B - Are frequently absent from school work without cause.
C - Have a reading level at least two grades below grade placement.
D - Are from families dependent upon social agencies for support or student is dependent upon social agencies for support.
E - Are physically or mentally handicapped & subject to one or more of the kinds of disadvantaged listed above.
F - Other criteria which clearly indicate educational, social, cultural, economic, or other similar disadvantaged.

Note: Use only the suplied IBM Mark Sense Pencils. Mark as many areas as are applicable to the student. Completly fill the bubble, if you need to erase be sure no portion of original mark remains.

MAKE NO EXTRA MARKS ON THIS CARD

HANDICAPPED VOCATIONAL REIMBURSEMENT 3-13-1

1 2 3 4 5 6 7 8 9 10

HANDICAPPED CODES

A. Health Deficiency or Defect should be verified by the school nurse.
B. Mental Retardation and Emotional Disturbance must be verified by school psychologist.

1. Trainable Mentally Retarded whose IQ's range below 50 to 60.
2. Educable Mentally Retarded whose IQ's range from about 50 to 60.
3. Hard of hearing individuals whose sense of hearing is defective.
4. Deaf individuals whose sense of hearing is non-functional for ordinary purposes.
5. Speech impaired students having noticeable speech defect.
6. Visually impaired individuals whose visual acuity is reduced and when corrected requires special services.
7. Emotionally disturbed are students identified by the school psychologist as having emotional handicaps requiring one or more special services, whether or not such services are available.
8. Crippled are those individuals having impairments caused by congenital anomaly, disease or accident.
9. Learning disabilities are identified by a school psychologist as having sharp deficits in cognitive processes and marked underachievement.
10. Other health impaired with either physical or mental impairment.

NOTE: Use only the supplied IBM Mark Sense Pencils. Mark as many areas as are applicable to the student. Completly fill the bubble, if you need to erase be sure no portion of original mark remains.

MAKE NO EXTRA MARKS ON THIS CARD

OCCUPATIONAL FIELD CODE NUMBERS

Record only the course number which represents the Advanced Course the student intends to take. In some cases you may have to use your judgment as to his intent.

COURSE CODE NUMBER .....

IBM cards submitted by Alton Community Unit School District No. 11.

STUDENT INVENTORY CHECK LIST

STUDENT	DISADVANTAGED:*	HANDICAPPED:*	TREATMENT OF:**

Form Utilized by Sycamore Community Schools

* Identification criteria are typed in columns.

** Services rendered to treat the effects of handicap or disadvantagement are typed in columns.

RECORDS ON STUDENTS IDENTIFIED AS HANDICAPPED OR DISADVANTAGED

CAHOKIA COMMUNITY UNIT DISTRICT NO. 187

Class 9th 10th 11th 12th

Name ..... Date .....
Last First Middle Initial

Address .....

Phone ..... Male Female

Subject .....

	1	2	3	4	5	6	7	8	9	10
9										
10										
11										
12										

1. The 3 x 5 card is completed on each student at the time he enters an occupational orientation program.
2. Columns 1-10 relate to the criteria for the identification of handicapped and disadvantaged persons.
3. Lines 9-12 relate to the year in school.
4. Vocational and general counselors check cumulative folders to identify students who meet the criteria established for identifying disadvantaged and handicapped persons.
5. Teacher complete a vocational data sheet, which is color coded for each semester and summer term. Counselors check the class register against the 3 x 5 card kept on each student.

VOCATIONAL DATA SHEET

Cahokia Senior High School
Cahokia, Illinois

Subject _____ Instructor _____

Hour _____ Credit _____ Semester _____ Date _____ School Year 19__ - 19 __

	Grade				Sex		Name			Criterion									
	9	10	11	12	M	F	Last	First	Middle	1	2	3	4	5	6	7	8	9	10
1																			
2																			
3																			
4																			
5																			

Suggested Form

VOCATIONAL DATA SHEET*

High School
, Illinois

Subject _____ Instructor _____

Hour _____ Credit _____ Semester _____ Date _____ School Year 19____ - 19____

	Grade				Sex		Name or Code No.	Disadvantagement										Handicap										Additional Services Provided
	9	10	11	12	M	F		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	
1																											
2																											
3																											
4																											
5																											
6																											

Records on Disadvantaged and Handicapped Persons

1. A data sheet should be completed each semester. The sheets might be color coded for administrative convenience - for example, white, first semester; pink, second semester; and green, summer term.

2. A student could be identified by name or by a code number. The latter would help him remain anonymous to others who might review the data sheet.

3. Each local agency should establish criteria for identifying disadvantaged and handicapped persons in compliance with the criteria in the State Plan. The criteria may be numbered or coded to simplify reporting on the form.

4. The last column provides information on the additional services which are provided at an additional cost to help the student overcome the disadvantagement or handicap.

*Adapted from forms used at Cahokia Senior High School and Sycamore High School.

ENROLLMENT AND SELECTED CHARACTERISTICS OF DISADVANTAGED PERSONS VOCATIONAL EDUCATION*

(Students Who Are Unable To Succeed In Regular Vocational Education Programs Classified by Primary Remediable Effect of Disadvantagement.)

SELECTED CHARACTERISTICS OF VOCATIONAL EDUCATION STUDENTS CLASSIFIED AS DISADVANTAGED **TOTAL NUMBER ENROLLED	REMEDIABLE EFFECTS OF DISADVANTAGEMENT										
		ACADEMIC DEFICIENCIES						Non-Academic Effects Which Prevent Success		
		COMMUNICATION SKILLS (ENGLISH LANGUAGE)				COMPUTATION SKILLS	***OTHER (Spec).	BEHAVIORAL		OTHER** (Specify)
	No. Enrolled In Each	Read	Write	Speak	Comprehend			Disciplinary	Apathy	
Non English Language Background										
Spanish										
American Indian										
Eskimo										
French										
Other (Specify)										
Total										
Low Family Income										
Welfare Recipient										
Inadequate For Basic Needs										
Total										
Dropouts										
Actual										
Potential										
Total										
Migrant Worker Family										
Total										
Neglected or Delinquent Youth										
Total										
Race/Ethnic Groups										
Negro										
American Indian										
Spanish Surnamed										
Other (Specify)										
Total										
Adults (Include All Beyond Compulsory School Age—Select Only ONE)										
Illiterates										
Unemployed										
Offenders										
Total										
Isolation Geographic-Transportation										
Rural-Lack of Opportunity										
Urban-Lack of Opportunity										
Inadequate Transportation										
Total										
Other (Specify)										
Total										

* **Suggested Utilization of Resources and Guide for Expenditures**, U. S. Office of Education.

** Only This TOTAL is Unduplicated Since Many Enrollees May Have More Than One Characteristic And Remediable Effect.

*** OTHER In Each Entry Under OTHER Please Identify or Specify Giving Appropriate Heading and Adequate Information.

COMMUNITY HIGH SCHOOL DISTRICT 88
DuPage County, Illinois

Supplementary Report Requesting
Services and/or Materials to Aid the
Disadvantaged and Handicapped Students
Enrolled in Vocational Classes

In anticipation of State Department requests for justification and accountability, the following information must accompany the requisitions requesting expenditures for disadvantaged and handicapped students enrolled in vocational classes.

1. What is the nature of the problem involving the disadvantaged and handicapped students? (Poor in reading, physically handicapped, frequently absent, at least two years behind academically, socially handicapped, etc.)

_____

_____

_____

_____

_____

_____

2. Describe the proposed project (services and/or materials) in terms of solving the problems of the identified disadvantaged and handicapped students.

_____

_____

_____

_____

_____

3. How may vocational students will be involved and in which vocational classes?

Vocational Classes	Number of Vocational Enrollees
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. What methods (pre-tests, teacher evaluation, previous grades, attendance records, dean's and counselor's reports, etc.) were used to determine the students' present status?

_____

_____

_____

_____

_____

5. What methods will be used to determine the students' progress during the present enrollment period?

_____

_____

_____

_____

_____

Proposal prepared by _____

Date _____

Attach Xerox copy of invoice.

Suggested Form

AUDITOR'S ACCUMULATION SHEET

Division of Vocational and Technical Education
State of Illinois

School _____ Occupational Class _____

Occupational Class _____ Course _____ Credit _____ Per Period

Date of Audit _____ Auditor

Enroll Date	1		
	2		
Basis of Claim	3		
	S		

Grd. Lvl. _____ Cat. Lvl. _____

Name of Student	Status	Regular				Disadv.				Sporg.				Hdcpd.				Credit
		1	2	3	S	1	2	3	S	1	2	3	S	1	2	3	S	Check
Total Course Head Count																		

FY-704 Page _____ of _____ FY-704A Page _____ of _____

Schools may keep records using DVTE auditor's sheet. The following information could be recorded for each student:

(1) Identification as either handicapped or disadvantaged. Both columns would be marked if the student is both disadvantaged and handicapped.

(2) A Code number or letter related to the criteria which identifies the handicap or disadvantagement could be recorded in the proper columns (1, 2, 3, S). The columns refer to semesters or quarters.